DOCUMENT RESUME

ED 150 712 EA 010 343

TITLE	Change Agentry.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Curriculum and Instruction.
PUB DATE	[76]
NOTE	66p.; Not available in paper copy due to light print of parts of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Change Agents; Educational Change; Elementary Secondary Education; *Group Dynamics; Inservice Programs; Models; *Problem Solving; *Training Techniques; *Workshops

ABSTRACT

This training packet is intended to aid educators in planning and effecting positive change within the learning environment through a group problem-solving intervention process. It primarily addresses the concept of "change agentry" and how it can be used to improve the climate for learning, focusing on the role of the change agent and the successive steps of the group problem-solving process. More than half of the packet consists of the appendix, which presents a variety of materials and exercises for training change agents and for conducting problem-solving workshops. (JG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joseph E. Fitzgerald

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CHANGE AGENTRY

BEST COPY AVAILABLE

Florida Department of Education
Division of Public Schools
Bureau of Curriculum and Personnel
Development

For further information contact the

Early Childhood and Elementary Education
Section/Florida Right to Read
Department of Education
Knott Building
Tallahassee, Florida 32304

or

Florida Right to Read
Department of Education
Knott Building
Tallahassee, Florida 32304

ED 130 [illegible]

INTRODUCTION

The following component addresses the concept of "change agentry" and how it may be used to improve the climate for learning. The purpose of the component is to assist educators in planning for and effecting positive change within the learning environment through a group problem solving intervention process. Concerns related to the steps in group problem solving will comprise the format of this packet. They are:

What is change agentry?

Why does the need for change occur?

How should change occur?

-Determination of leadership

What is the role of a change agent?

Problem identification and definition; or, How is a problem solved if the nature of it is no known?

What are the positive and negative forces affecting the problem?

-Suggested Activities Demonstrating Barriers and Facilitators in Learning

In general, what are some important considerations when conducting activities related to "change agentry"?

How does one go from the "problem" to the "solution" phase in a plan for change?

After the plan has been implemented, how does one know if change has occurred, and if the effects have been positive?

Participants will go through the steps of the group problem solving process and thereby identify a problem or conflict situation, learn how to define it, how to plan solutions to alleviate it, and how to evaluate whether the solution plan has worked. They will view and experience activities which can help to transform inhibitors (negative situations) into facilitators (positive situations) of the learning climate. In addition, workshop activities are suggested as models for "group problem solving" techniques which delineate a collaborative effort for change and incorporate positive interaction skills.

These strategies/activities are suggested for the workshop consultant's selection within the workshop setting. They may be used in turn by the participants as potential change agents within their respective environments. For the purpose of this component, "potential change agents" are teachers, principals, curriculum resource personnel as well as district/county level contact persons, program evaluators, and administrators.

WHAT IS CHANGE AGENTRY?

Change agentry is a process in which persons intervene to direct the forces of planned change for an end product. In defining change agentry, it is necessary to discuss the purpose of change, why the need for change occurs, and how it should occur. The purpose of change agentry is to develop in educators an awareness, understanding, and commitment to planned change in order that provisions for learning may be improved.

STRATEGY: Large group discussion. Use inquiry techniques to have participants generate the nature and purpose of planned change.

WHY DOES THE NEED FOR CHANGE OCCUR?

People, their needs, and their life styles are constantly changing. Constant change requires flexibility in the individual's ability to learn how to learn. "Learning" in this sense is a lifelong process. Consequently, techniques for teaching/learning will vary and it is within this context that a need for change in education will occur. Non-formal, as well as traditional and formal methods of education will be viewed as legitimate means of learning.

STRATEGY: Have participants discuss why the need for change occurs.

HOW SHOULD CHANGE OCCUR?

In an era when change seems inevitable, change should not be allowed "merely" to happen because the chance of undesirable unanticipated consequences increases. However, if the process and

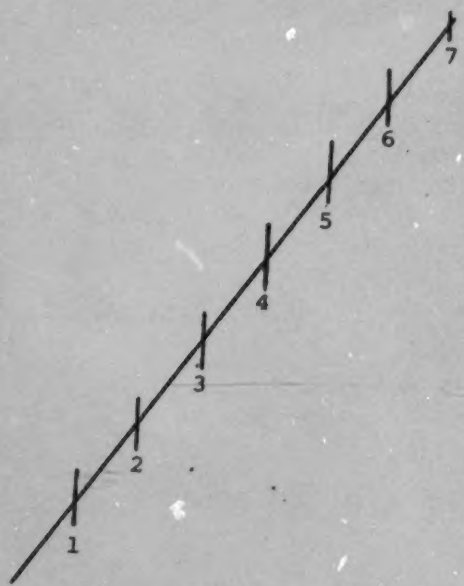
outcomes of change are carefully planned in advance through a collaborative effort, the impact of change can be positive. A group problem solving approach can be effective in accomplishing complex tasks. Because the nature of change is complex, a group effort is usually more effective than an individual effort for effecting change over time.

In planning for change, change which meets the least resistance is that which is planned collaboratively. "Collaboration" is the process by which members of a group work together for a common goal. It involved cooperative, rather than competitive efforts in accomplishing a task.

Determination of Leadership

In order to create a climate for change, a collaborative group effort necessitates leadership. Leadership may be designated by group members or result from an administrative role description; i.e., within a school group, the leader may be the principal, or a person designated by the group members as one who can best lead the group process in accomplishing a change-related task due to skills or expertise in the task-related area.[1]

After a group has determined its leader, a collective decision must be made concerning the type of leadership behavior necessary for group decisions. There are several ways in which a group can make decisions to effect change. The following continuum describes various group decision making behaviors.[2]



1. Leader decides; announces his decision to the group.
2. Leader decides; "sells" his decision to the group.
3. Leader presents ideas, invites questions. Decides.
4. Leader presents tentative decision subject to change.
5. Leader presents the problem, asks advice, makes decision.
6. Leader defines limits; group decides.
7. Group defines limits; group decides.

---

[1] Refer to handout, "Effective Group Problem Solving and Decision Making: A Do-It-Yourself Handbook" in Appendix.

[2] The continuum was taken from "Types of Leadership Behavior in Group Decisions," reproduced from *Administrator Leadership Clinics: NAESP-NASSP*, produced under Grant No. OEG-0-73-6122, funded under Right to Read Effort, U.S. Office of Education.

STRATEGIES: *Have participants think of a past experience in which unanticipated change occurred. Have them describe verbally the consequences of that change and identify them as positive or negative. Ask participants to describe how planning the direction of change could have controlled some of the negative effects.*

Have participants play the Squares Game. Use handout in Appendix. Ask participants to describe their experiences. Probe them for generating a statement on the necessity of cooperation versus competition.

Have participants play game "Win Money." Use handout in Appendix.

Refer to "Detective Game."[3]

Use transparency of handout "Types of Leadership Behavior in Group Decisions." (See handout in Appendix.)

Have participants discuss which types of group behavior would best meet the requirement of "collaboration."

---

[3] May be found in *Learning Discussion Skills Through Games* by Ann Stanford; Citation Press, 1969. Available from *Scholastic Magazine*, $1.95.

Have participants brainstorm some suggestions on how to work effectively in a group.[4]

Have participants list their findings and explain how a group can collaborate to effect change by problem solving. Use a transparency of handout, "Problem Solving Process," in Appendix.

WHAT IS THE ROLE OF A CHANGE AGENT?

The group leader as well as group members are the change agents. A "change agent" is a person or group of persons which directs and facilitates planned change. As a teacher, principal, curriculum resource person, district/county level contact person, administrator or parent, change can be effected by an individual, or within a group. The role within a group should be to assist or facilitate the process of change. As a facilitator of change, it helps to have a clear concept of the role's responsibilities and the way that other group members perceive them. Contracting can be effective in determining role responsibilities. In contracting, it is advisable to have group members decide what they can or cannot do. This allows them to judge realistically what type and how much commitment is possible for a certain task. Once a commitment is made, it is binding and will seriously affect the entire group effort if any one person or group of persons fails to comply with the commitment.

STRATEGIES: *Cross group participants by having them exchange roles; i.e., principals assume the role of teachers; teachers assume the role of principals; district/county level administrators assume the role of parents; etc.*

Have each group list the responsibilities of its assigned role within the school system.

Have participants share their findings and react to how others view their role.

Have participants describe how different concepts of a person's responsibilities can cause conflict.

Explain the concept of "contracting" for a set outcome. Contracting in this setting means "setting a common goal, analyzing the tasks to accomplish the goal, and specifying persons responsible for the various tasks."

---

[4] Refer to handout in Appendix, "Some Do's and Don'ts for Effective Change Agents" for additional information.

PROBLEM IDENTIFICATION AND DEFINITION; OR, HOW IS A PROBLEM SOLVED IF THE NATURE OF IT IS NOT KNOWN?

Once you have determined that the nature of the present school situation needs changing, it is necessary to first identify *what* needs changing by identifying and defining the problem situation.

This phase of effecting change entails identification and definition of a problem situation. Often, a "problem" is perceived as a disturbance or conflict situation for which persons are unable to identify the cause or define the serious repercussions of its effects. Therefore, the first step in solving a problem is to obtain a consensus from your staff or colleagues on:

-recognition that a problem, conflict, or disturbance exists;

-description of the nature of the disturbance or "problem in terms of the present undesirable situation;

-specification of what the desired situation would be if the problem did not exists; and

-definition of your "need" as the "gap" between the desired state and the actual problem situation. In problem solving strategies, the present undesirable situation is referred to as the Present State of Affairs (PSA), and the desirable situation is the Desired State of Affairs (DSA).

The above steps describe the general steps taken in conducting a needs assessment.

A needs assessment should help the group define its problem or situation in terms of felt needs. A needs assessment can give an accurate description of the needs which exist as a result of a problem situation, or a gap between the DSA and PSA. In a valid needs assessment, the adminstration (district and school), teachers and staff, students, parents, and the community contribute collaboratively to the definition of common "needs;" i.e., the Tallahassee Chamber of Commerce in cooperation with the Leon County School System is surveying parents and members of the community on problems which confront education in the schools.

The following is an example of how these four steps are used to identify and define a problem and describes the general steps taken in conducting a needs assessment:

+Recognition of the problem:

Learning is not taking place.

+Description of the problem in terms of the present undesirable situation (PSA):

Present State of Affairs (PSA): National, state and local concern has focused on students' deficiencies in basic skill areas. Many approaches have been prescribed to remedy the situation. Individualized instruction designed to tailor instruction to the individual needs of the learner has been widely adapted. It has yielded a comprehensive analysis and emphasis on the cognitive area of instruction, thereby erroneously treating the affective area as a separate realm or totally excluding it.

+Specification of the desired situation:

Desired State of Affairs (DSA): Improved learning in basic skills areas.

+Definition of the "need" as the "gap" between the DSA and the PSA:

A means of viewing the *whole* individual in terms of the emotional, psychological, intellectual and social aspects which affect learning.

This "gap" determines the area from which goals and objectives are to be derived. Objectives should be behaviorally stated in order that the nature and degree of change can be measured visibly. Objectives should specify desired *outcomes* of change, not processes.

Example: *At the end of six months in the program, the learner will demonstrate an increase of 6.0 months in reading as measured by an appropriate form of the Stanford Reading Achievement. (Change is specified and can be measured.*

Counter-example: *At the end of the staff development program, participants will be able to individualize instruction. (Individualization is a process for a certain outcome. Specify what the outcome is; individualization is merely the means.)*

STRATEGIES: During the course of the workshop, participants should have the opportunity to work with their school group in identifying a problem situation existing in their school and devise a plan which could positively change it.

Group participants according to schools or grade levels. Have each group use a brainstorming approach to identify and define a problem existing in their schools using the four steps previously described in this section. Stress the importance of identifying a problem which describes a discrepancy between outcomes, not processes.

Prior to grouping participants according to schools, give them an example of a problem statement defined in terms of "needs." You may use the example discussed in the narrative if appropriate. There is a two-fold purpose for presenting an example: (1) it will assist participants in defining their own problems; and (2) it will convey the general purpose of planned change - improved learning.

After the problem has been defined in terms of "needs" and prepared goals and objectives to alleviate that need, one should be aware of the existing forces which are positively or negatively affecting the problem.

WHAT ARE THE POSITIVE AND NEGATIVE FORCES AFFECTING THE PROBLEM?

As an example, some common areas thought to inhibit learning have been identified. Negative forces inhibiting learning have been identified as "inhibitors" or "barriers." "Facilitators" are positive forces which improve the probability of learning taking place. Often, as in this case, a force affecting a problem may assume a positive or negative nature, depending on how the force is acted upon. Below is a list of Barriers and Facilitators to learning. These forces have been prioritized according to their influence on the overall problem.

BARRIERS TO LEARNING

Evaluation

Recognition of a single method of evaluation

Communication

One-way; inability to express oneself

Self-concept

Negative feelings of self-worth; no involvement; failure to recognize individual differences

Trust

No mutual trust established

Linguistic/Cultural Differences

Lack of understanding

Environment/Climate

Relaxed environment

Styles of Learning

Recognition of multiple learning styles

Time

People control time

FACILITATORS OF LEARNING

Evaluation

Utilization of various modes; recognition of alternatives

Communication

Open and two-way

Self-concept

ability to express oneself

Positive feelings of self-worth; recognizes individual differences; not afraid to experiment

Trust

Mutual trust established

Linguistic/Cultural Differences

Recognition of differences as valid

Environment/Climate

Relaxed environment

Styles of Learning

Recognition of multiple learning styles

Time

People control time

STRATEGIES: *The "barriers and facilitators" to learning previously described will serve as a basis for the following activities. The purpose of the activities is to demonstrate to participants how negative situations may be converted into positive learning facilitators.*

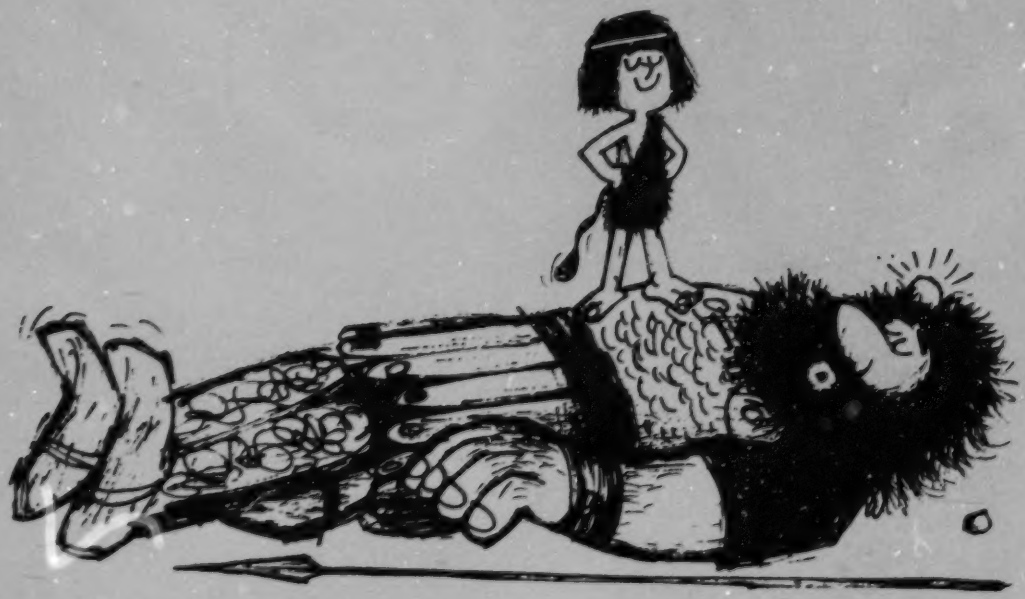
The following are some important considerations for conducting activities related to "change agentry":

If possible, base activities on participants' experiences.

Design activities for maximum participant involvement.

Activities should be non-threatening. Avoid creating uncomfortable situations which you cannot control as a workshop leader or change agent. Activities which are power-coercive[5] *and threaten a participant's self-concept or sense of competence will be met with resistance or even hostility.*

The "de-briefing" sessions are extremely important in achieving participant awareness of the purpose of the activities. Keep in mind the importance of group process.



[5] Attempting to effect change through overpowering tactics.

EVALUATION

Negative situation:

Administer a "pop" spelling test: Instruct participants that they will receive a spelling test and will be grouped according to the results. Give a brief review on spelling rules prior to the test. Group according to performance. Give poor spellers a chance to redeem themselves by participating in a spelling bee. Line up the participants and take out a spelling book.

Debriefing: *At this point, cut off the activity by asking for participants' feelings regarding failure. Bring out the fact that the fear of failure and the anxiety caused by tests often inhibits learning. Educators often misuse evaluative strategies by judging whether learning has occurred based on the results of one test. Also, although the purpose of evaluation is to improve instruction, the preoccupation with "how instruction is evaluated" often inhibits learning.*

Positive situation:

Use previous experiences, or use the following as an example: Ask participants to write about the first house they lived in.

Debriefing: *This is an example in which no one can "fail." The participants' personal experiences determine the content from which "teaching-learning" can take place. The material is familiar to each participant and much information may be extracted regarding personal interests, self-concept, social adjustment, etc., as well as style of expression.*

COMMUNICATION

Negative situation:

Give an example of a one-way communication. Give participants oral directions to draw a figure. Do not allow for questions or answers or provide a visual stimulus.

Positive situation:

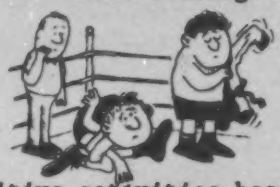
Show part of the finished product of what is to be drawn by participants on a transparency. Give participants opportunities for questions and answers regarding specific directions. Tell participants: "Draw four figures; the first should be placed on your paper as in the illustration on the transparency. Next, draw a circle. (Allow participants to ask "where," "how large," "what color," etc.)

Debriefing: *Have participants discuss results of both methods and select those most appropriate for accurate communication. Ask participants how they felt when they realized that they were asked to complete a task without adequate directions. Have participants list the basic skills related to effective communication.*[6]

SELF CONCEPT

Negative situation:

Refer to anxiety level experienced during simulated "spelling bee." Have participants describe their negative feelings of self-worth as a result of "failure," and how these feelings could negatively affect one's self-concept.



Positive situation:

Have participants generate positive activities based on past experiences. A suggestion is to have participants answer the question: "What is something that you have done well for which you have received recognition?"

Have participants list their individual accomplishments on newsprint and post.

Debriefing: *This provides participants with opportunities to:*
Gain perspective of their own potential contributions;
Gain perspective of potential contributions to be made by other group members.

A person's positive self-concept sets the stage for positive interaction with other people and hence helps a person to realize role expectations as perceived by others.

TRUST

Negative situation:

Have participants describe a past experience in which "mistrust" blocked the accomplishment of a goal.

---

[6] See handout "Basic Skills in Communication" in Appendix for further information.

Debriefing: *Refer to the "Win Money Game." Have participants discuss their experiences (personal), as well as what happened when they played the "Win Money Game."*

Positive situation:

"Blind Mute Walk"

Two persons walk together (one blind, one mute). Nonverbally they must work out signals for communication. The walkers experience all senses other than sight and hearing.

"Trust Fall"

Two people involved. One falls, the other is to catch him. Make sure the other person catches the fall.

Debriefing: *Discuss the principles of collaborative vs. competitive efforts and how trust may be developed through a collaborative effort in "Win-Win" policies.[7] (A "Win-Win" policy precludes a loser.)*

LINGUISTIC/CULTURAL DIFFERENCES

Negative situation:

Give participants isolated facts about an unfamiliar culture. Give participants a test on misconceptions of that culture, based on the istolated facts.

Isolated facts:

* It is customary in Mexico to designate 2-3 hours in the early afternoon for "siesta." Most business transactions, shops, banks, agencies close at midday and usually do not reopen until midafternoon.

* It is common for Mexican housewives to do their grocery shopping on a daily basis either in open-air markets or in small "neighborhood" grocery stores.

---

[7] See handouts: "Competitive vs. Collaborative" and "How to Arrive at Win-Win" in Appendix.

Test item:

Given the above information, select the statement which best describes Mexican culture:

a. Mexicans are lazy because they take siestas every day.

b. Mexicans shop inefficiently by doing shopping on a daily basis.

c. Mexicans are not particular about sanitation standards since they are willing to shop in "open air" markets.

d. Mexicans are lazy, inefficient, and unconcerned about sanitation.

e. None of the above.

Debriefing: *Point out the danger of teaching cultural concepts out of context. Ask participants to relate how they felt about taking a test on cultural items different from their own. Relate their experiences to what often happens in the classroom when students are asked to take a test which tests concepts completely "foreign" to their way of life.*

Have participants describe the additional handicaps students experience when test directions or the test itself is administered in their non-dominant language; i.e., a Vietnamese student being asked to take a standardized test in English.

Positive situation:

Use a cultural assimilator[8] to demonstrate the frequent occurrence of misunderstandings due to an incident caused by cultural differences.

Have participants "brainstorm" how cross-cultural understanding may be taught.

TIME

Negative situation:

Provide participants with the following sheet[9] "I do..., I don't..." Have participants complete the statements to reflect misuse of time.

Example:

I do...	I don't...
...waste time.	...get enough done.

How?

Debriefing: *Demonstrate to the participants that usually, the way they answer the question "How?" specifies what they don't do which would help them use time more efficiently.*

Include the concept of misuse of time in your description of "TIME" as a barrier to learning. Persons are often

---

[8] See Appendix for sample "cultural assimilator". A cultural assimilator is a brief (1-2 pages) description of a confrontation between two or more persons from different cultures. At the end of the description a series of statements purports to explain what has caused the incident to occur. The learner is to select the statement which best explains the incident. Accompanying each possible learner response is a programmed explanation indicating whether the response is correct or incorrect, and why.

[9] See Appendix for sample sheets.

victimized by time, allowing time to control them rather than learning to control time. Persons often use the excuse of not having enough time to do a certain task. Conversely, sometimes people intentionally take too long to complete a task and, just as it is inefficient to waste time, attempting too great a task within an unrealistic time span can also cause problems.

Discuss with participants the importance of keeping definite goals in mind when planning activities. Time can be used more efficiently when one has a clear idea of what task must be done, and the order of their importance.

Positive situation:

Provide participants with sheet "I can..., I can't..."[10] Have participants list all the positive things they *can* do to use time more efficiently. Participants can refer to their sheet on "I do..., I don't..." for positive remedies. List all the constraints effecting what you can do in the "I can't..." column.

Example:

I can...	I can't...

Debriefing: *Refer to discussion listed under "negative situation."*

Be careful with the "I can't..." column. Try to keep participants from stating negative comments. The purpose is for them to be aware of the constraints influencing their use of time over which they have no control.

[10] See Appendix for sample of "I can..., I can't..."

STRATEGIES RELATED TO PREVIOUS ACTIVITIES:

Depending on the consultant's comfort level, participants may be involved directly in experiencing some negative situations, or a situation which describes a barrier to learning may simply be described. Include as many of the listed barriers and associated activities as time and emotional climate permit. To render the activities more meaningful to the participants, have them generate activities which demonstrate inhibitors or facilitators to learning.

Use a transparency made from the handout on "Barriers" and "Facilitators" or separate sheets of newsprint and post.

If you decide to involve the participants in some of the negative activities described herein, brief them as to the intent of the experience prior to the activity. Explain that although some people are subconsciously aware of the positive forces which could facilitate learning, they do not always consciously demonstrate positive behavior. The activities are designed to help participants recall the anxiety, frustration and discomfort associated with unpleasant experiences possibly encountered in the past. Remember, emphasis must be placed on how a negative situation can be changed to bring about a positive counterpart. Once participants have recognized a negative situation as such, immediately direct their attention to a positive activity, thereby not allowing frustration levels to build.

Another approach is to use the preceding list of activities associated with each barrier or facilitator as a guide for participants. Have each group select one "force" area to demonstrate or role-play. Participants may use the activities as described for each force, or develop their own. Since the purpose of these activities is to develop the participants' awareness of ways to combat problem areas, encourage groups to think of other situations which would demonstrate the same idea. Or, you may want to subdivide your group into two sections in which one group could demonstrate a positive force in learning, and the other group could demonstrate its negative counterpart.

After groups have developed their respective activities, allow time for demonstration to other groups. The consultant's role in these activities is to control frustration

at a manageable level and provide the necessary briefing and debriefing when the purpose of such activities does not seem clear.

After each group of participants has experienced some or all of the activities related to the "Barriers" and "Facilitators" to learning, have each group identify the forces or causes which are positively or negatively affecting their "group" problem.

After participants have identified the positive and negative forces affecting their "group" problem, instruct them to devise a plan for change to be implemented in their school situation utilizing the group problem solving approach illustrated in the handout. Remind participants that their "plan for change" must be a collaborative group effort and should include:

- *a definition of the problem in terms of "needs"*
- *positive and negative forces which are affecting the problem*
- *goals and objectives for the plan*
- *assessment of resources*
- *statement of solution requirements*
- *several alternative solution strategies which could effectively change the problem*
- *selection of the strategy(s) to be implemented*
- *roles of persons involved in implementation*
- *the method(s) for evaluating if change has occurred and what the impact has been.*

HOW DOES ONE GO FROM THE "PROBLEM" TO THE "SOLUTION" PHASE IN A PLAN FOR CHANGE?

After one has identified and prioritized the negative and positive forces affecting the problem, the next step is to survey resources[11] (human, financial, material, and time related) available for program planning and implementation. With a realistic idea of the problem and

---

[11] Refer to the Florida Right to Read publication, "The Administrator and the Reading Program: Community Involvement," for ways to involve the community in facilitating change.

available resources, state the requirements of possible solutions. Solution requirements are derived from what is desired as stated in the objectives, the type of action necessary to transform the inhibitors into facilitators, and the identified resource constraints.

Solution requirements ensure that the solutions you selected or devised will act to alleviate negative forces on the problem. Based on these requirements, suggest several alternative solution strategies. Select the solution strategies which could best ensure attainment of program objectives in the plan for change. In selecting strategies, a "trade-off" will inevitably occur. The desirable characteristics of certain strategies will be lost in order that more potentially powerful "facilitator strategies" can be implemented.

Example:

ALTERNATIVE SOLUTION STRATEGIES

Individualized Learning System	Lock-step Classroom
Advantage: Instruction is designed for individual needs, styles, and rates.	Advantage: Learning atmosphere is stable and secure for student.
Disadvantage: Learning atmosphere is less stable and secure for student.	Disadvantage: Instruction is designed for a group norm.

Selected Solution Strategy: Individualized Learning System.
"Trade-off": Secure and stable learning atmosphere for instruction designed to meet individual needs, styles, and learning rates.

Finally, solution strategies are integrated into an implementation plan which will include a delineated timeline, budget and other resource allocations, and the roles of various persons involved in implementing the plan. It might be helpful to specify these roles by developing job descriptions. Job descriptions should be developed as a collaborative effort. This might also allow for "contracting" of various responsibilities of the persons involved.

STRATEGIES: Each of the following strategies is prerequisite to the subsequent strategy and therefore should be conducted in this order if time and situation permit.

Have participants conduct a survey of available resources for implementing their school plan by grade level. Point out that they may look to the community as well as to their school and district administration for assistance.

Have participant groups list the solution requirements to their problem.

Given these solution requirements, have participant groups brainstorm alternative strategies which alleviate the negative forces.

Have participant groups select those strategies which would best fit their situation given constraints of time, resources, and capability of meeting solution requirements.

Have participants design an implementation plan. The group leader may divide the following tasks among group members:

* *timeline delineation*
* *budget and resource allocation*
* *role specification*

AFTER THE PLAN HAS BEEN IMPLEMENTED, HOW DOES ONE KNOW IF CHANGE HAS OCCURRED, AND IF THE EFFECTS HAVE BEEN POSITIVE?

Diagnosing the effects of a strategy for planned change is a constant feedback process and should be integrated throughout the plan. There are two major components of evaluation to be considered when assessing the success of the plan. The first component is formative evaluation. Formative evaluation is a process conducted throughout the development stages of a program. It functions as a revision process for each program component prior to full implementation. Formative evaluation constantly assesses the effectiveness of each component in the solution plan. It permits one to immediately diagnose and revise a problem area thereby providing flexibility of implementation and a greater chance for positive impact.

Probably the most effective way of assessing the progress of a program is to try out a portion of the plan in a simulation activity, or, in a pilot setting, with a small group. The purpose of obtaining this type of feedback is to determine whether that portion of the program is running as intended. Those persons participating in the simulation or pilot as well as other staff members can give pertinent information regarding appropriateness of the program content as well as attitudes developed from participating in it. This type of feedback determines what and how to revise for program improvement before full implementation.

Once the program has been implemented, provisions for constant feedback should be maintained. This would provide a vehicle for revising non-functioning aspects of the program.

Feedback for formative evaluation may be obtained through individual or group interviews, written responses (usually in questionnaire form), observation (structured and non-structured), or with less obvious measures - (conversations, morale, rate of staff turnover, nature of parent contacts, etc.). An example of a written measure which can be used in formative evaluation is the Florida Right to Read "Criteria of Excellence for School Reading Programs."[12] It may be used as it is for your school reading program or as a model for assessment of other programs in the school.

The second component, summative evaluation, measures the impact of the program by comparing the actual attainment with what was specified in the program objectives. This type of evaluation is conducted at the end of a program, or at the end of a program phase. In the plan for change, summative evaluation will indicate whether change has occurred, and the nature of its occurrence.

An accurate measure of change will depend on the thoroughness of the original needs assessment and how specifically "change" has been adequately defined in behavioral terms. It will then be readily simple to detect. A word of caution: change in attitude should be assessed separately from change in behavior since attitudinal change does not necessarily coincide with behavioral change. An effective method of evaluating the impact of change is to conduct a "follow-up" assessment of attitudes and whether target behaviors have been applied at some time *after* the termination of the program.

STRATEGY: *Have each group of participants relate how they would formatively and summatively evaluate the effects of their plan for change.*

In summary, a "plan" for change can help accomplish some common goals. It is inevitable that you will encounter some resistance to change. Resistance is inherent in the change process and should be viewed as a legitimate phenomenon. It is a "built-in" check on the system, and therefore it can be used as a precaution against:

* a plan for change without adequate consideration given to its consequences; and

* unnecessary change.

---

12 "Criteria of Excellence for School Reading Programs" is contained in the Appendix.

Participants may want to consider the following suggestions when implementing the group plan for change upon their return to their respective school settings:

* Be aware of lack of understanding regarding the process of planned change.[13]

* The process of change is evolved *slowly*. Do not be discouraged if immediate progress is not seen.

* Solicit support from school/district administration.

* Don't expect to be a smooth facilitator of change on the first trial.

* Provide opportunities for feedback from participants and peer groups involved in the plan for change.

* Have "teams" of consultants or implementors critique the activities executed by the facilitator. Evaluation teams should be composed of colleagues.

* Provide follow-up activities which re-establish or maintain motivation for effecting change; i.e., provide opportunities for participants to "recharge their batteries" by personal growth activities - interaction among consultants, participants, students, the community, etc.

[13] See Appendix for handout on "Continuum of Acceptance."

ADDITIONAL REFERENCES

Fox, Robert S. et al. *Diagnosing Professional Climate of Schools*, Fairfax, Virginia: NTL Learning Resources Corp., 1973.

Havelock, Ronald G. *The Change Agent's Guide to Innovation in Education*. Englewood Cliffs, New Jersey: Education Technology Publications, 1973.

Michigan Right to Read, "Michigan Right to Read Inservice Handouts: Change Agentry," Michigan Department of Education; Lansing, Michigan.

Otto, Wayne and Erickson, Lawrence. *Inservice Education to Improve Reading Instruction*, Newark, Delaware: International Reading Association, 1973.

Stanford, Ann. *Learning Discussion Skills Through Games*, New York Citation Press, 1969.

APPENDIX

APPENDIX LISTING

	TITLE	PAGE
1.	*Effective Group Problem Solving and Decision Making: A Do-It-Yourself Handbook*	27
2.	*Types of Leadership Behavior in Group Decisions*	32
3.	*Some Do's and Don'ts for Effective Change Agents*	33
4.	*Basic Skills in Communication*	35
5.	*Guidelines for Giving Feedback*	36
6.	*Guidelines for Receiving Feedback*	38
7.	*"Win Some Money" Game*	39
8.	*Competitive vs. Collaborative*	40
9.	*How to Arrive at Win-Win*	41
10.	*Sample "Cultural Assimilator"*	42
11.	*Sample Sheet: "I do...I don't..."*	43
12.	*Sample Sheet: "I can...I can't..."*	44
13.	*Criteria of Excellence for School Reading Programs*	45
14.	*Continuum of Acceptance*	58
15.	*Group Process Skills*	59
16.	*Experiment in Cooperation: "The Squares Game"*	60

The following handout "Effective Group Problem Solving and Decision Making: A Do-It-Yourself Handbook" is designed for participant use during and after the workshop sessions. Those pages comprising the handout may be extracted from the packet and folded into a booklet. Fold on the dotted line.

For the next four pages

TEAR OUT ON DOTTED LINE

FOLD ON DOTTED LINE

EFFECTIVE GROUP PROBLEM SOLVING AND DECISION MAKING

A DO-IT-YOURSELF HANDBOOK

PREPARED BY

ROBERT G. STAKENAS, PH.D.
COLLEGE OF EDUCATION
THE FLORIDA STATE UNIVERSITY

JUNE 1975

BASIC RESPONSIBILITIES
(Objective 1)

There are two basic responsibilities that each member of a problem solving or decision making group should strive to fulfill.

1. You should respond to communications offered by other group members:

   By asking for more information when you realize you don't understand something

   and/or

   By evaluating suggestions and proposals diplomatically

   and/or

   By openly supporting proposals and ideas you are in favor of.

2. You should be willing to assume responsibility for tasks that will help the group reach its goals:

   By volunteering for specific assignments

   and/or

   By acting as a gatekeeper when the group appears to be off-task

   and/or

   By soliciting input from low participators

   and/or

   By helping to get decisions made.

OBJECTIVE 3

An effective group member should be able:

1. To initiate ideas and proposals for action clearly enough so that they can be understood and evaluated
2. To suggest alternative ways of getting things done
3. To evaluate ideas and proposals for action
4. To respond to others' contributions (e.g., ask for information; give information; give opinion; show agreement; show disagreement)
5. To assume responsibility
6. To share feelings and perceptions
7. To listen so that others are understood (i.e., paraphrase; give feedback.)
8. To analyze processes and difficulties facing the group
9. To communicate clearly so that diagnostic and prescriptive suggestions are heard
10. To provide maintenance and support when it is needed by someone.

OBJECTIVE 2

An effective group must be able:

1. To set goals
2. To select means to achieve goals
3. To evolve a decision-making structure
4. To evolve a leadership structure
5. To organize itself to work efficiently (i.e., division of labor)
6. To solve interpersonal or technical problems that emerge
7. To create a climate of trust
8. To communicate openly
9. To provide maintenance (emotional support) to specific members when they need it.

TWO BASIC TASKS

To be productive, all groups must complete two basic tasks successfully. These tasks are to:

1. Create a leadership structure

   Can we get along without a chairperson? If not, then let's select one.

   or

   Let's rotate the chairpersonship from one meeting to another.

2. Create and accept rules for decision-making

   Do we make decisions by consensus?

   or

   By majority vote?

   or

   Some other decision rule?

STEPS IN DECISION-MAKING

1. Someone states a goal, suggests a proposal, etc.

2. Someone clarifies the proposal by:

    1. Asking for information
    2. Giving information
    3. Combining or coordinating related ideas
    4. Paraphrasing comments to clarify understanding

3. Someone keeps the discussion focussed on the goal

4. Someone summarizes

5. Someone tests the consequences of proposed decisions

6. Someone tests readiness for decision-making

7. Someone obtains group commitment for a decision

8. Decision is finalized

TO BE A GROUP FACILITATOR:

A. Paraphrase others' contributions to clarify.

B. Ask for additional information to clarify vague proposals or statements.

C. Ask someone to clarify where the group is at when things get bogged down by asking "Could someone paraphrase where the group is at?"

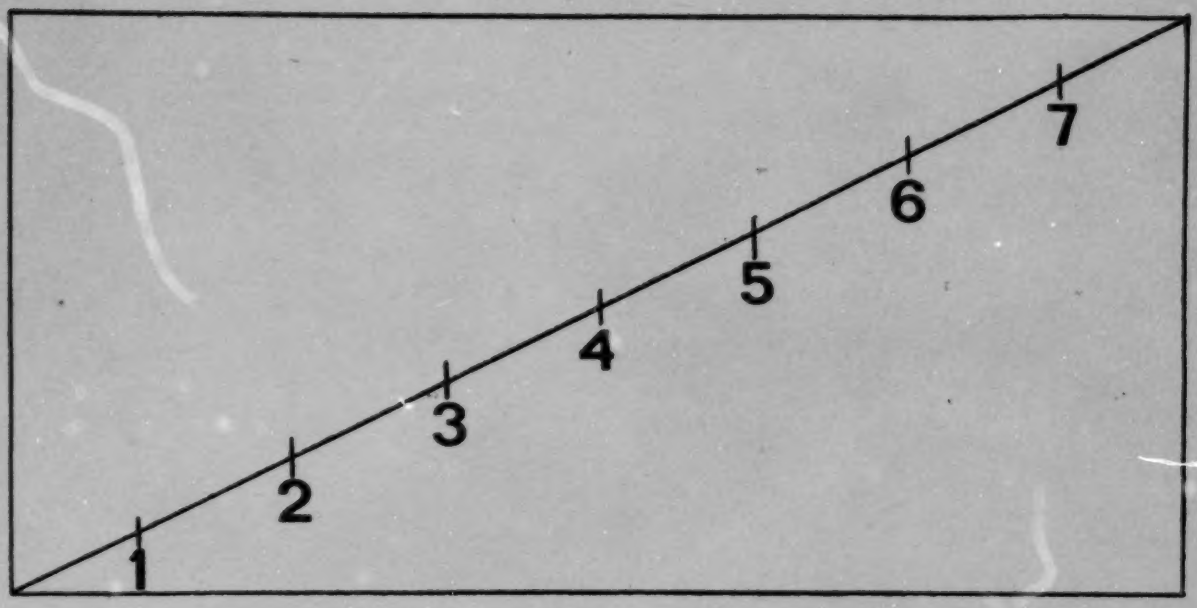
D. Say, "It's not clear to me how this relates to our task," when someone seems to go off on a tangent.

E. Bring low participators into the interaction. "You haven't been saying much Bill, I'd like to hear how you feel about this."

F. Encourage group members to react to each other's suggestions. "Joe made a suggestion. It's our responsibility to tell him how we feel about it."

G. Be sensitive to individual's needs and caution those who are having a negative impact on the group or some individual. When drawing this to their attention, describe the behavior and its impact, and be DIPLOMATIC.

TYPES OF LEADERSHIP BEHAVIOR IN GROUP DECISIONS



1. Leader decides; announces his decision to the group.

2. Leader decides; "sells" his decision to the group.

3. Leader presents ideas, invites questions. Decides.

4. Leader presents tentative decision subject to change.

5. Leader presents the problem, asks advice, makes decisions.

6. Leader defines limits; group decides.

7. Group defines limits; group decides.

Reprinted from Administrator Leadership Clinics: NAESP-NASSP. Produced under Grant No. OEG-0-73-6122, funded under the Right to Read Effort, United States Office of Education.

SOME DO'S AND DON'TS FOR EFFECTIVE CHANGE AGENTS

1. When working with a group, do not do all the talking; members of the group want to talk, too. If the change agent, by his own talking, denies the same right to members of the group, members soon cease to pay attention and soon develop resentment.

2. Be a good listener; let each member of the group have his full say; pay attention to all statements; ask short questions which will encourage more participation by members of the group; be eager to understand other points of view.

3. Never argue with a member unless and until he can state his proposition or argument to his own satisfaction. Often, when people mutually understand each other's position, there is far more agreement than difference.

4. Do not interrupt a member of the group. Even though, at a specific time you may observe a flaw in the thinking of a member, it is an error to interrupt. Interruptions of the expressions of members of the group usually tend to exclude the change agent from the group. Interruptions usually irritate; irritation does not breed mutuality.

5. Avoid an argumentative attitude. Remember that the other fellow may be right.

6. Inquire, rather than attack. Encourage the use of intelligence. Intelligence involves thinking. Thinking is basically inquiry. Be an example by inducing members of the group to disclose their attitudes, their commitments, their beliefs, their plans of action, and their ideas. Do not launch an offensive. It drops the curtain upon participation immediately. This is a sure-fire way of excluding one's self from the group.

7. Restate, in your own words, the positions of those who differ until both parties to the difference agree that you have correctly stated the position. This helps the group, as well as differing members, to see clearly the issues at stake. The change agent becomes a part of the group because he helps the group, including persons who hold opposing views, to clarify and understand positions. He sets the stage for group consideration of real issues.

8. Keep the group on the track; do not let members digress and do not digress yourself. Should a member introduce a comment which is not relevant, waive consideration by pointing out that it should be acted upon, but at a later time; or concede its possible truth for the sake of the situation at hand and move on to the central issue; or suggest that there should be a postponement. Get back to the key issues.

9. Do not be afraid to recognize that the other fellow may be right; and do not hesitate to let him know and to let the group know that you feel the way you do. Even though, at first, you may violently disagree, it is wise to assume that the other person may be right. The follow-up, of course, is to cause the exposition of the thinking of the other fellow so that the group may examine it.

10. Do not be afraid to admit your own errors. There never was, and there never will be, a person whose record is free from errors and mistakes.

11. Remember that talking, deliveration, and conference become words which often bring about doleful comments of "Again?". The change agent should release energy by quickly and promptly translating group agreements into action. He should remember that unless he can accomplish this with promptness and dispatch, he will become external to the group and will tend to lose the group's respect.

12. The change agent should be satisfied with small gains in the early stages of group experiences with democratic forms of control and should consider such gains as evidence of growth. Do not demand sudden changes.

13. Do not expect the participation of all members of the group. Since people grow at different rates, some require longer periods of preparation for participation in group activities. He should accept and expect nonparticipation by members of the group who, for one reason or another, are not yet ready to participate.

Reprinted from Administrator Leadership Clinics: NAESP-NASSP. Produced under Grant Number OEG-0-73-6122, funded under the Right to Read Effort, United States Office of Education.

BASIC SKILLS IN COMMUNICATION

I. Skills Involved In Communication

1. Listening
2. Paraphrasing
3. Describing Feelings
4. Describing Behavior

II. Non-Verbal Communication

GUIDELINES FOR GIVING FEEDBACK

1. READINESS OF THE RECEIVER
   Give the feedback only when there are clear indications the receiver is ready to be aware of it. If not ready, the receiver will be apt not to hear it or to misinterpret it.

2. DESCRIPTIVE NOT INTERPRETIVE
   Giving feedback should be like acting as a "candid camera". It is a clear report of the facts, rather than your ideas about why things happened or what was meant by them. It is up to the receiver to consider the whys or the meanings or to invite the feedback giver to do this considering with him.

3. RECENT HAPPENINGS
   The closer the feedback is given to the time the event took place the better. When feedback is given immediately, the receiver is most apt to be clear on exactly what is meant. The feelings associated with the event still exist so that this, too, can be part of understanding what the feedback means.

4. APPROPRIATE TIMES
   Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be seen as damaging rather than helpful.

5. NEW THINGS
   There is a tendency in giving feedback to say only the obvious. Consider whether the things you are reacting to really may be new information for the receiver. Many times the thing which may be helpful new information is not simply a report of what you saw the receiver doing, but rather the way it caused you to feel or the situation you felt it put you in.

6. CHANGEABLE THINGS
   Feedback can lead to improvement only when it is about things which can be changed.

7. NOT DEMAND A CHANGE
   The concept of feedback should not be confused with the concept of requesting a person to change. It is up to the receiver to change. It is up to the receiver to consider whether he wishes to attempt a change on the basis of new information. If you wish to include your reaction that you would like to see him change in certain ways, this might be helpful. What is not apt to be helpful is to say, in effect, "I have told you what's wrong with you, now change!

8. NOT AN OVERLOAD
When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, "I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver replies, "Wait a minute. I'd prefer you gave them to me one at a time at moments when I can really work on them. I can't handle a long list at once."

9. GIVEN TO BE HELPFUL
You should always consider your own reasons for giving your reactions. Are you trying to be helpful to the receiver? Or, are you really just getting rid of some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful for you? If you are doing more than trying to help the receiver with feedback you should share your additional reasons so he will know better how to understand what you are saying.

10. GIVER SHARES SOMETHING
Giving feedback can sometimes take on the feeling of a "one-upsmanship" situation. The receiver goes away feeling as though he's "not as good" as the giver, because it was his potential for improvement that was focused upon. The giver may feel in the position of having given a lecture from the lofty pinnacle of some imaginary state of perfection. The exchange often can be kept in better balance by the giver including some of his own feelings and concerns.

Reprinted from Human Resource Services, Department of Education; Tallahassee, Florida.

GUIDELINES FOR RECEIVING FEEDBACK

1. **STATE WHAT YOU WANT FEEDBACK ABOUT**

   Let the giver know specific things about which you would like his reactions.

2. **CHECK WHAT YOU HAVE HEARD**

   Check to be sure you understand what the giver is trying to say. Because the topic is your own behavior, you may tend to move toward thinking about the meanings of the feedback before you are sure you are hearing it as it was intended.

3. **SHARE YOUR REACTIONS TO THE FEEDBACK**

   Your own feelings may become so involved that you forget to share your reactions to his feedback with the giver. If he goes off not knowing whether or not he has been helpful and how you now feel toward him, he may be less apt to give you feedback in the future. The giver needs your reactions about what was helpful and what was not so as to know he is improving his ability to give you useful feedback.

Reprinted from Human Resource Services, Department of Education; Tallahassee, Florida.

WIN SOME MONEY

Directions: 8 people in a group of four dyads. For ten consecutive rounds you and your partner will select an X or Y in each game. Group selections are then given and you find out if you win or lose - the pay off for each round is dependent upon the pattern or choice made in your cluster.

4 X's	: Lose $1	1 X	: Win $3
		3 Y's	: Lose $1 each
3 X's	: Win $1 each		
1 Y	: Lose $3	4 Y's	: Win $1 each
2 X's	: Win $2 each		
2 Y's	: Lose $2 each		

Strategy: You are to confer with your partner on each round and make a joint decision. No talking with other groups.

Before rounds 5, 8, and 10 there will be time allotted to caucus.

Game:

Round	Choice	$ Won	$ Lost	$ Balance
1				
2				
3				
4				
5*				
6				
7				
8*				
9				
10*				

*Bonus Rounds:

5 Pay off is multiplied by 3
8 Pay off is multiplied by 5
10 Pay off is multiplied by 10

Source unknown. Received at a Florida Right to Read Staff Development Workshop.

COMPETITIVE	VS.	COLLABORATIVE
GOALS HIDDEN		COMMON GOALS
COMMUNICATION GUARDED		OPEN COMMUNICATION
FEELINGS DENIED		ACCEPT FEELINGS
FEARS DENIED		ACCEPT FEARS
STRATEGIES HIDDEN		AWARE OF STRATEGIES
FALSE INFORMATION		TELL IT AS IT IS

Reprinted from Human Resource Services, Department of Education; Tallahassee, Florida.

HOW TO ARRIVE AT WIN-WIN

(1) Recognize the worth and dignity of the Individual.

(A) Listen (recognizing context)

(B) Recognize good points

(C) Awareness of good points

(2) Recognize common interest and goals.

(A) Afford credit for them

(3) Concentrate on differences.

(not emphasize)

One at a time.

(4) Assist in recognition of results in the behavioral change for the other person - or both.

(5) Involve other person in decision to make change.

(A) "Would it"

(B) "I wonder if"

(6) If no results.

(1) N - Notice

(2) E - Evaluate

(3) A - Assist in making change

(4) T - Time to make change

Reprinted from Human Resource Services, Department of Education; Tallahassee, Florida.

SAMPLE: Cultural Assimilator*

Mr. Scott, an English teacher, has many new Vietnamese students in his class. When Mr. Scott explains the lessons, he always asks the students if they understand. The students always say yes. But when Mr. Scott gives the students a test, they all make very bad grades. Mr. Scott is very angry with the students. The students don't understand why Mr. Scott is angry. Many times they don't understand what Mr. Scott says, but they can't tell him, for this would be impolite. Why is Mr. Scott angry? (Select one of the following statements which best explains the situation.)

1. In the United States, the teachers are bad and are always angry.

2. Since the students say they understand the lessons, Mr. Scott thinks that the students are just lazy and don't study.

3. Mr. Scott doesn't like the students.

4. When the students make bad grades, it means they don't like the teacher. Mr. Scott is angry because he wants the students to like him.

* * * * * * * *

1. *This is an inappropriate explanation.* In the United States, most teachers have spent many years studying <u>how</u> to teach. Most are good teachers and enjoy teaching students.

2. *You are correct!* Here, in the United States, it is not considered impolite to tell a teacher you don't understand. Mr. Scott would like the students to tell him when they don't understand. Then, he could explain the lesson again. When Mr. Scott asks if everyone understands and they say yes, he thinks the students make bad grades because they don't want to study their lessons.

3. *This is an inappropriate response.* Since Mr. Scott studied for many years to become a teacher and work with students, he probably likes the students very much.

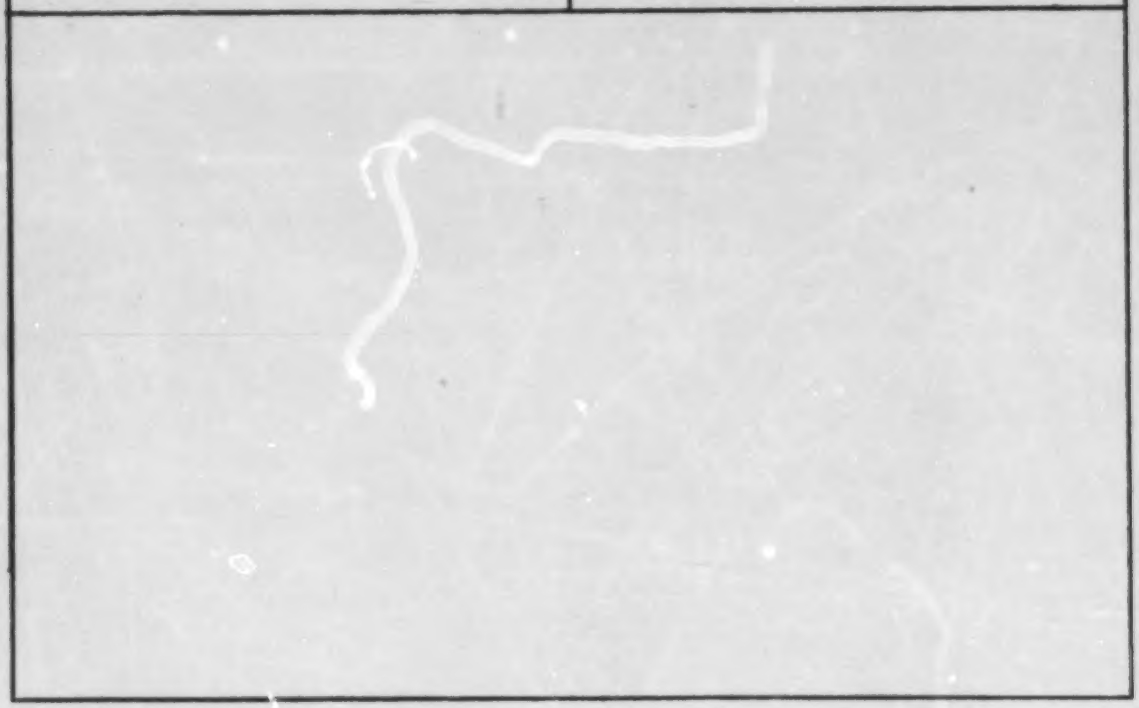
4. *This is an inappropriate response.* When students make bad grades in the United States, it is usually because they don't understand the subject or because they don't study. While every teacher wants his students to like him, he would not be angry if they didn't. It is more important that the students study hard and learn.

*Developed by Denise McKeon; reprinted with permission granted.
NOTE: This assimilator was developed for Vietnamese students learning about American culture; an assimilator designed to teach an aspect of the Vietnamese culture to Americans would be designed accordingly.

SAMPLE SHEET: "I DO....I DON'T"	
I DO....	I DON'T....
HOW?	

SAMPLE SHEET: "I CAN....I CAN'T"

I CAN....	I CAN'T....



CRITERIA

OF

EXCELLENCE

FOR SCHOOL

READING PROGRAMS

COMPILED BY:

FLORIDA RIGHT TO READ

Division of Public Schools
Bureau of Curriculum and Personnel Development
Early Childhood and Elementary Education Section

FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
RALPH D. TURLINGTON, COMMISSIONER

CRITERIA OF EXCELLENCE

These Criteria of Excellence for the Reading Program have been developed for your use in assessing the reading program in your school. This appraisal will help you determine the strong and weak areas of your reading program and can serve as a guide for further program development.

More specifically, this rating scale will assist a school faculty in determining areas in the reading program which need greater emphasis. A school administrator may learn from this review that the staff feels that there is no coordination of the school reading program, that the media center isn't providing adequate services, or that the community is not involved in the school program. All identified "problem" areas must then be placed in a priority order and plans made to deal with the problems.

This scale was developed by Florida Right to Read to assist you in improving <u>your</u> school reading program. Specific instructions for completing the rating scale are given on the following two pages.

CRITERIA OF EXCELLENCE
FOR
YOUR SCHOOL READING PROGRAM

INSTRUCTIONS

The total staff must work together in order to evaluate and effectively plan a program which will help the school staff know where they are in terms of developing a total school reading program and helping to establish goals for future planning.

Rate each item as a separate and independent judgment. In rating your reading program, please make ratings on the basis of your image of your school reading program as it is today, NOT WHAT YOU WANT IT TO BE.

Remember that your first impressions, your immediate "feelings" about your school reading program are probably most accurate. However, please do not be careless because your true impressions are needed.

Please remember to respond to every question and to the "Evidence" portion of each question. Be specific in relating this to your individual school situation. The information is essential for proper evaluation of the progress of your program.

DIRECTIONS FOR MARKING

If you feel that the statement is very closely related to one end of the scale, you should mark the scale as follows:

	1	2	3	4	5	6	7		NA
Achieved :	X	:	:	:	:	:	:	: Not Started	

OR

	1	2	3	4	5	6	7		NA
Achieved :		:	:	:	:	:	X	: Not Started	

If the statement seems only slightly related to one side as opposed to the other side (but not really neutral), then you should mark as follows:

	1	2	3	4	5	6	7		NA
All :		:	X	:	:	:	:	: None	

OR

	1	2	3	4	5	6	7		NA
All :		:	:	:	X	:	:	: None	

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing or idea you're judging.

If you consider the statement to be neutral on the scale, both sides of the scale equally associated with the concept, then you should place your mark in the middle space:

Strongly Agree	:	:	:	X	:	:	:	Strongly Disagree	___ NA
	1	2	3	4	5	6	7		

If after very careful consideration, you believe the statement not to be applicable to the situation, then you should place your mark over the NA.

Achieved	:	:	:	:	:	:	:	Not Started	X NA
	1	2	3	4	5	6	7		

IMPORTANT

(1) Place your mark in the middle of the line, not on the boundaries:

THIS	NOT THIS
: X :	: X: :

(2) Be sure you check every scale for the concept--don't omit any.

(3) Never put more than one response on a single scale.

Under each rating scale you will find a space for specific evidence to be written. This evidence is to assist you in documenting your reasons for marking the statement as you did. For example, if you marked statement 1 under Community & School as achieved or nearly achieved you should give some specific evidence such as dates of meetings with the community, an outline of what is presented at the sessions, etc. The evidence should help the school staff to summarize the present status of their school reading program.

Be sure to follow the directions given on pages 3 and 4.

A. COMMUNITY & SCHOOL (advisory groups, lay public, PTA, trained volunteers, etc.)

1. Our school has provided information to the community to explain the school reading program.

Achieved :____:____:____:____:____:____:____: Not Started ____
1 2 3 4 5 6 7 NA

Evidence:

2. Our school has provided to the community continuous updates of the progress of the school reading program.

Achieved :____:____:____:____:____:____:____: Not Started ____
1 2 3 4 5 6 7 NA

Evidence:

3. Our school has outlined a procedure to involve the community in planning the school reading program.

Achieved :____:____:____:____:____:____:____: Not Started ____
1 2 3 4 5 6 7 NA

Evidence:

4. The community is actively involved in planning our school reading program.

Active :____:____:____:____:____:____:____: Not Active ____
1 2 3 4 5 6 7 NA

Evidence:

5. Community groups demonstrate that our school reading program is important to the learning process.

All Groups :____:____:____:____:____:____:____: None of the Groups ____
1 2 3 4 5 6 7 NA

Evidence:

B. SCHOOL AND CURRICULUM

1. Our school has a comprehensive plan for the reading program which reflects both long and short range goals.

Fully Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ____ NA

Evidence:

2. Our school has implemented their comprehensive plan as designed.

Fully Implemented : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ____ NA

Evidence:

3. Our school curriculum reflects a strong commitment to the importance of reading.

Very Strong Commitment : 1 : 2 : 3 : 4 : 5 : 6 : 7 : No Committment ____ NA

Evidence:

4. Our school curriculum emphasizes a total reading program which includes the sequential development of the basic skills and enjoyment in applying these skills.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidence:

5. A scope and sequence of reading skills is being utilized in our school.

Fully Utilized : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Utilized ____ NA

Evidence:

6. There is coordination of the reading program across all levels in our school.

Fully Coordinated	:	1	2	3	4	5	6	7	: Not Coordinated NA

Evidence:

7. There is coordination of the program from our school to other schools in the system from which and to which these students are involved.

Fully Coordinated	:	1	2	3	4	5	6	7	: Not Coordinated NA

Evidence:

8. The organizational patterns in our school's reading program meet the needs of the various segments of the school population.

Fully Meets Needs	:	1	2	3	4	5	6	7	: Needs not at all met NA

Evidence:

9. Content area teachers are teaching skills necessary for reading the assigned instructional materials.

Fully Teaching Related Reading Skills	:	1	2	3	4	5	6	7	: No Teaching of Related Reading Skills NA

Evidence:

10. The evaluation component of our school's reading program provides the data necessary for describing the current status of achievement in reading.

Strongly Agree	:	1	2	3	4	5	6	7	: Strongly Disagree NA

Evidence:

11. Reading progress is measured by the evaluation component of our school reading program.

Strongly Agree	1	2	3	4	5	6	7	Strongly Disagree	NA
	:	:	:	:	:	:	:		

Evidence:

12. Data from the evaluation component of our school reading program are used for future planning.

All of the Data Used	1	2	3	4	5	6	7	None of the Data Used	NA
	:	:	:	:	:	:	:		

Evidence:

13. The reporting system in our school is designed to interpret reading progress to the student.

Strongly Agree	1	2	3	4	5	6	7	Strongly Disagree	NA
	:	:	:	:	:	:	:		

Evidence:

14. An assessment of each student's attitude toward reading has been made.

Assessments of all Children Have Been Made	1	2	3	4	5	6	7	No Assessments Have Been Made	NA
	:	:	:	:	:	:	:		

Evidence:

15. The reporting system in our school is designed to interpret reading progress to parents.

Strongly Agree	1	2	3	4	5	6	7	Strongly Disagree	NA
	:	:	:	:	:	:	:		

Evidence:

16. In our school, there is a continuous program of inservice training in reading based on individual teacher needs.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidence:

17. The media specialist and classroom teacher coordinate a program to develop and use library skills and resources.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidence:

B. STAFFING

1. Our school has identified a staff member trained in reading to coordinate the total school reading program.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ____ NA

Evidence:

2. The above identified staff member has the administrative support to coordinate the total school reading program.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidance:

3. The above identified staff member has been given adequate time to effectively coordinate the total school reading program.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidence:

4. Our school employs persons with special training in the teaching of reading when filling classroom teaching positions.

All Have Special Training : 1 : 2 : 3 : 4 : 5 : 6 : 7 : None Have Special Training ___ NA

Evidence:

5. Our school has a cadre of volunteer and/or paraprofessionals with training in reading.

All Have Special Training : 1 : 2 : 3 : 4 : 5 : 6 : 7 : None Have Special Training ___ NA

Evidence:

D. SELECTION AND UTILIZATION OF MATERIALS

1. Our school media center provides an adequate number of books to meet the state library standards.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

Evidence:

2. Our school media center provides materials which are appropriate to the instructional level of the school population.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

Evidence:

3. Various learning styles of the student population are accommodated by materials in the media center.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

Evidence:

4. The materials in the media center are selected to accomodate the wide range of reading interests.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree NA

Evidence:

5. Our school has a professional library which is frequently updated.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started NA

Evidence:

6. Our school staff makes a careful evaluation of materials utilized in the school reading program.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started NA

Evidence:

7. Reading textbooks used in our classrooms are appropriate to the instructional level of the student population.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree NA

Evidence:

8. Subject area textbooks used in our classrooms are appropriate to the instructional level of the student population.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree NA

Evidence:

9. Materials in the classrooms accomodate the varying learning styles of the student population.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree NA

Evidence:

10. The materials in the classrooms are selected to accommodate the wide range of reading interests.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidence:

E. FOSTERING INTEREST IN READING

1. Our school reading program promotes independent reading through projects such as book fairs, book exchange, book clubs, etc.

Projects Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Projects Not Started ____ NA

Evidence:

2. Our school media staff promotes reading among all segments of the school population.

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ____ NA

Evidence:

F. DISTRICT (In this section, the school is to evaluate the district reading program.)

1. The district has a comprehensive plan for the reading program which includes both long and short range goals.

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ____ NA

Evidence:

2. **The district is implementing its comprehensive plan as designed.**

Strongly Agree : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Strongly Disagree ___ NA

Evidence:

3. **The district has designated a staff member with the authority to coordinate the reading program among the schools.**

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

Evidence:

4. **The school district provides reading instruction for adults.**

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

Evidence:

5. **The district has designated a staff member trained in reading to develop and maintain a quality reading program.**

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

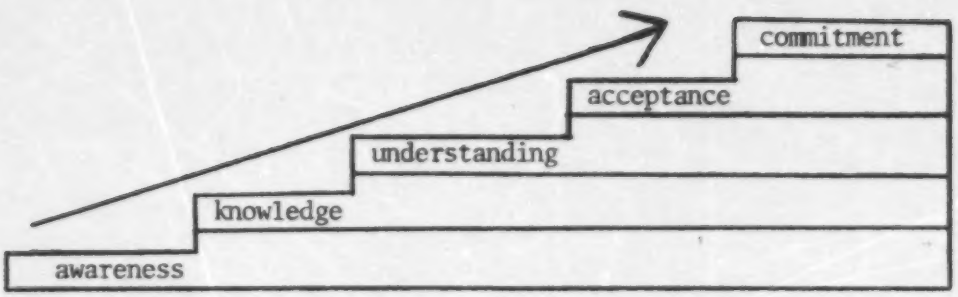
Evidence:

6. **The district has a professional library which is frequently updated.**

Achieved : 1 : 2 : 3 : 4 : 5 : 6 : 7 : Not Started ___ NA

Evidence:

CONTINUUM OF ACCEPTANCE



GROUP PROCESS SKILLS[14]

Difficulties in Group-Problem Solving	Remedial Activity
1. Group not well acquainted	Interview Technique
2. Low trust level	Interview Technique
3. Inhibited group	Brainstorming
4. Tossing ideas and not building group product	Consensus Game
5. Straying off topic	Consensus Game
6. Silent Group	Mystery Game
7. Ignoring contributions of others	Mystery Game
8. All talking at once	Periods of silence; Role assignment
9. Inability to summarize	Summarizing Game
10. Obtaining feedback	Interaction diagram Recorder
11. Warring factions	Role Playing
12. Problem members	Role Playing
13. Fixed interaction patterns	Interaction by script
14. Illogical reasoning	Debate using illogical statements
15. Arguing without definition	Locating ambiguous words
16. Hostile group	Controlled conflict

[14]Stanford, Gene and Barbara. Learning Discussion Skills Through Games, Citation Press: New York, 1969.

EXPERIMENT IN COOPERATION: THE SQUARES GAME

Purpose

To become more sensitive to the way in which one's behavior may help or hinder joint problem solving.

Setting

The exercise can be used by students in the upper-elementary grades or above and takes about 45 minutes.

Procedure

1. Before class, prepare a set of squares and an instruction sheet for each five students.

2. Divide the class into groups of five and seat each group at a table supplied with a set of envelopes and an instruction sheet.

3. Ask that the envelopes be opened only on signal.

4. Begin the exercise by asking what *cooperation* means. List on the board the requirements for cooperation. For example:

   a. Everyone has to understand the problem.

   b. Everyone needs to believe that he can help.

   c. Instructions need to be clear.

   d. Everyone needs to think of the other person as well as himself.

5. Describe the experiment as a puzzle that can be solved only by cooperation. Read the instruction sheet aloud; point out that each table has a reference copy; then give the signal to open the envelopes.

6. When all or most of the groups have finished, call time and discuss the experience. (See over.)

© 1972
NTL LEARNING RESOURCES CORPORATION

1812 K Street, N.W., Suite 305
Washington, D.C. 20006
202/296-8706

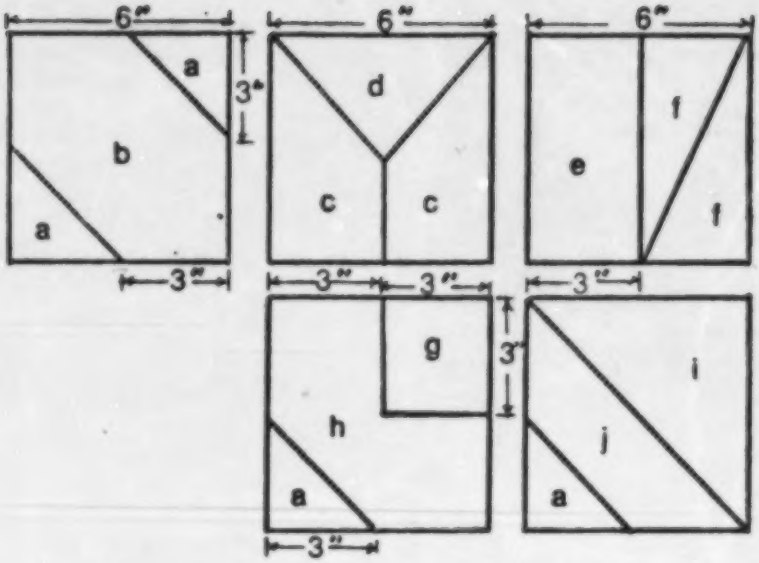
Preparation of Puzzle

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6 inch squares, as shown in the diagram. Cut the squares into parts and lightly pencil the letters a through j as shown below. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A — j, h, e
B — a, a, a, c
C — a, j
D — d, f
E — g, b, f, c

Erase from the pieces the small letters and write instead the envelope letters A through E, so that the pieces can be easily returned for reuse.

Several combinations of the pieces will form one or two squares, but only one combination will form five squares.



Instructions for Students

Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.
2. No member may signal in any way that he wants a card.
3. Members may give cards to others.

Reproduced from Administrator Leadership Clinics: NAESP-NASSP. Produced under Grant Number OEG-0-73-6122, funded under the Right to Read Effort, United States Office of Education.

© 1972
NTL LEARNING RESOURCES CORPORATION

1812 K Street, N.W., Suite 305
Washington, D.C. 20006
202/296-8706

ADDITIONAL REFERENCES

Fox, Robert S. et.al. Diagnosing Professional Climate of Schools. NTL Learning Resources Corp., Fairfax, Virginia, 1973.

Havelock, Ronald G. The Change Agent's Guide to Innovation in Education. Education Technology Publications, Englewood Cliffs, New Jersey, 1973.

Michigan Department of Education, "Michigan R_2R Inservice Handouts: Change Agentry", Lansing, Michigan.

Otto, Wayne and Erickson, Lawrence. Inservice Education to Improve Reading Instruction. International Reading Association, 1973.

Stanford, Ann. Learning Discussion Skills Through Games. Citation Press, New York, 1969.